

SKYLAND ELEMENTARY

4221 N. Hwy. 14

Greer, SC 29690

GRADES K-5 Elementary School

ENROLLMENT 593 Students

PRINCIPAL Carolyn Styles 864-895-0110

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
24	41	2	0	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Average	N/A
2003	Good	Below Average	Yes
2004	Good	Good	Yes

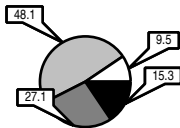
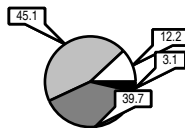
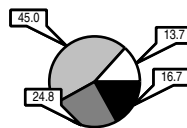
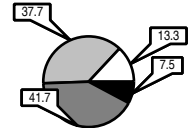
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

69.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	311	99.4	11.6	45.4	39.9	3.1	57.0	Yes	Yes
Gender									
Male	163	99.4	15.0	51.0	31.4	2.6	47.1		
Female	148	99.3	7.9	39.3	49.3	3.6	67.9		
Racial/Ethnic Group									
White	280	99.3	10.0	44.8	41.9	3.3	59.3	Yes	Yes
African-American	17	100.0	35.3	52.9	11.8	0.0	29.4	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	0.0	0.0	0.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	252	99.2	7.2	43.5	45.6	3.8	64.6		
Disabled	59	100.0	30.4	53.6	16.1	0.0	25.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	311	99.4	11.6	45.4	39.9	3.1	57.0		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	307	99.4	11.3	45.5	40.1	3.1	57.2		
Socio-Economic Status									
Subsidized meals	100	98.0	20.0	53.3	26.7	0.0	41.1	Yes	Yes
Full-pay meals	211	100.0	7.9	41.9	45.8	4.4	64.0		

Mathematics - State Performance Objective = 15.5%									
All Students	311	100.0	9.5	48.1	27.1	15.3	59.7	Yes	Yes
Gender									
Male	163	100.0	9.7	43.5	28.6	18.2	55.8		
Female	148	100.0	9.2	53.2	25.5	12.1	63.8		
Racial/Ethnic Group									
White	280	100.0	8.5	47.4	27.9	16.2	62.1	Yes	Yes
African-American	17	100.0	29.4	52.9	11.8	5.9	17.6	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	0.0	0.0	0.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	252	100.0	7.9	44.4	31.0	16.7	66.1		
Disabled	59	100.0	16.1	64.3	10.7	8.9	32.1	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	311	100.0	9.5	48.1	27.1	15.3	59.7		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	307	100.0	9.5	48.0	27.2	15.3	59.9		
Socio-Economic Status									
Subsidized meals	100	100.0	9.8	65.2	13.0	12.0	43.5	Yes	Yes
Full-pay meals	211	100.0	9.4	40.4	33.5	16.7	67.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	115	100.0	20.4	32.7	46.9	N/A	46.9
	Grade 4	101	98.0	17.7	45.8	33.3	3.1	36.5
	Grade 5	117	100.0	27.0	44.1	27.9	0.9	28.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	90	98.9	11.4	30.7	54.5	3.4	58.0
	Grade 4	116	99.1	13.5	43.2	40.5	2.7	43.2
	Grade 5	105	100.0	11.5	60.6	25.0	2.9	27.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	115	100.0	9.7	54.0	23.9	12.4	36.3
	Grade 4	101	100.0	15.3	44.9	26.5	13.3	39.8
	Grade 5	117	100.0	12.6	45.0	33.3	9.0	42.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	90	100.0	9.0	49.4	33.7	7.9	41.6
	Grade 4	116	100.0	8.0	45.5	25.9	20.5	46.4
	Grade 5	105	100.0	12.5	49.0	21.2	17.3	38.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 593)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.6%	Down from 3.7%	2.5%	2.7%
Attendance rate	96.9%	Down from 97.2%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.9%		3.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.9%		3.0%	3.5%
Eligible for gifted and talented	17.1%	Down from 24.3%	21.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.5%	Up from 8.3%	7.8%	8.2%
Older than usual for grade	0.8%	Up from 0.2%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	64.7%	Up from 60.0%	55.0%	51.4%
Continuing contract teachers	94.1%	Up from 85.0%	90.5%	87.5%
Highly qualified teachers**	93.3%	N/A	95.3%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	90.4%	Up from 90.2%	88.7%	86.7%
Teacher attendance rate	96.7%	Down from 97.6%	95.2%	94.9%
Average teacher salary	\$44,492	Up 5.7%	\$42,119	\$40,760
Prof. development days/teacher	10.7 days	Up from 9.2 days	10.7 days	12.4 days

School				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	23.1 to 1	N/R	20.1 to 1	18.9 to 1
Prime instructional time	92.5%	Down from 93.6%	90.7%	90.0%
Dollars spent per pupil*	\$5,260	Up 10.5%	\$5,821	\$6,044
Percent of expenditures for teacher salaries*	67.7%	Down from 68.1%	67.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Much was accomplished for the 2003-2004 school year. Based on the most recent Palmetto Achievement Challenge Test results, Skyland students continued to make steady improvements on state-mandated tests in the area of mathematics. Although language arts scores were at or above the state and district average, the number of students scoring below basic in language arts increased slightly in grades 3, 4, and 5 from the previous year. Therefore, language arts instruction continued to be a school-wide focus for the 2003-04 school year. To support improvement in this content area, several strategies were implemented. Teachers received professional development that assisted them in teaching and assessing the state's language arts standards. Our instructional coach continued to work closely with teachers to identify and target areas that needed improvement. Periodic benchmark assessments in language arts were given and test results were utilized and studied to determine grade level standards that required additional instruction. In addition, the language arts committee planned school-wide activities and incentives that encouraged students and parents to read together for pleasure.

Along with continued student progress and community support at our school, Skyland has much to celebrate. Skyland was among the few schools in our district and state to meet the federal requirements of the Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act. (Only 28% of the primary and elementary schools in Greenville County met this goal and less than 15% in the state of South Carolina). We are also proud that over 60% of Skyland teachers have obtained a master's degree or higher, and 20% have obtained National Board Certification, making our staff highly trained and qualified. In addition to these accomplishments, our PTA and Business in Education Partners continue to provide strong financial, educational, and moral support to our school. Skyland benefited from over 40 various business partnerships and endless PTA volunteer hours. As further proof of the outstanding PTA involvement, Skyland was named a National PTA Parent Involvement School of Excellence.

Building a school of excellence requires teamwork. We would like to thank our dedicated professional teachers, staff, business partners, and volunteers who give selflessly to ensure that each child succeeds. Skyland Elementary School continues to provide quality education in "a place where children flourish."

Carolyn J. Styles, Principal
Cindy Grice, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	38	91	43
Percent satisfied with learning environment	100.0%	85.6%	97.6%
Percent satisfied with social and physical environment	100.0%	89.0%	93.0%
Percent satisfied with home-school relations	100.0%	93.4%	93.0%

*Only students at the highest elementary school grade level at this school and their parents were included.